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ABSTRACT

This paper focuses on the philosophical implications of assessment methodologies by describing problems that occurred during internship programs for school administrators in Louisiana. A state conference internship's guidelines lacked a formalized learning contract for participants. At the time, more teachers sought access to administrative positions than were available, and many interns believed that their field experience would not provide adequate preparation. Current intern programs established by school districts do not utilize ideas generated by university research. The report recommends that state government support school boards and universities in development of methods for controlling the selection and retention of school leaders. To achieve improved education, universities must realize that they have inadequately addressed their methodologies, particularly the methodological problem of assessment. The paper presents brief case studies of six student interns' experiences to demonstrate the concepts related. The case examples are verbatim accounts of interactions among intern, sponsoring school administrator, and university supervisor, and illustrate how administrator attitudes toward the profession affect interns' learning experience. The conclusion is that, although much professional effort has resulted in development of administrative internships, the effort has not been directed toward a unifying philosophy of how the internship should function. (CJH)

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ASSESSMENT OF ADMINISTRATIVE INTERNS: A PROBLEM FOR PHILOSOPHY

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ABSTRACT

This paper deals with a comparison of guidelines on the administrative internship for school administrators development by the Louisiana Conference of Professors of Educational Administration (LCPEA) in 1982 and guidelines developed later at Northeast Louisiana University as a continuation and expansion of the original concepts published by LCPEA. From this comparison, the philosophical implications of assessment were elaborated through consideration of selected, certainly not all-inclusive, problems that were perceived inherent in our own department, but which can be found just about anywhere in our country where any academically controlled administrative educational internships exist.

The viewpoint expressed in this paper excludes any statistical or research methodologies associated with assessment, measurement, or evaluation. On the contrary, the approach is providing a description of how assessment becomes entangled and snarled and is really a captive of methodologies and procedures and blind habits rather than of specific methods and procedures designed to function through goals used as means rather than ends.

The fundamental conclusion of the paper is that much professional thinking and effort has gone into administrative internships and practicums in educational administration. But such effort has not been concerted, nor has it been directed toward some unifying theory of how the internship should function and by what educational philosophy.

The saving grace comes from the intelligence, tenacity, and dedication of our public school teachers whose dream it is to become the future leaders of our schools. Their attitudes, as we as professors seek to educate them, definitely effect their perceptions and life-long views of how we educated and trained them. Our attitudes as professors of educational administration must be therefore driven by high-minded philosophical ideals and concepts. The administrative internship is one of these ideals whose concepts remain undeveloped but with vast potential for good.

Presented at the Southern Regional
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ASSESSMENT OF ADMINISTRATIVE INTERNS: A PROBLEM FOR PHILOSOPHY*

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Although much could be discussed concerning the original document the Louisiana Conference of Professors of Educational Administration (LCPEA) created in May of 1982, the thrust of this paper will concentrate on some difficulties behind establishing objective professional assessment concepts dealing with administrative internships and practicums. Further this is not a paper on statistical concepts, or upon program evaluation research, although these certainly could come into play. However, I decided that there are so many gaps and dysfunctional aspects to successfully implementing an administrative field experience that to develop my thoughts on quantitative measures as though they contributed to the enhancement of intern programs would be a distortion of fact. More true to fact is my inclination in this paper to compare our committee's original work with what we did at our own university and then draw out the philosophical problems that we experienced in the implementation of our program, as well as indicate some of the conditions which make assessment one of the central issues in achieving success

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in any academic program with responsibilities for internships and practicums in school administration.

I have come to believe that despite the problems, many of our qualitative, philosophical ideas, are at the source of our solutions. And it seemed more logical for me to discuss with you what I see as theoretical solutions to developing the administrative internship as I believe it can be developed. For as I have written elsewhere, the administrative internship can be one of the most memorable moments in anyone's professional career (Karst, 1982).

Further, I plan to use my past experience with internships and practicum students, and not just what I experienced at Northeast Louisiana University. Certainly, I have high hopes and great expectations that we are merely at the threshold of a program with vast educational benefits. And as such it will require our most serious efforts to closely examine our motives and our methods.

It should not be assumed that I am going to describe a successful program, although we did experience success. I believe we also experienced some failure. And much of the failure could be traced to lack of information, poor communication, inadequate control procedures, and ineffective assessment concepts. I personally believe all of our students felt that our program helped them considerably and that we had an effective program.

However, what I want to do is concentrate on factors that create difficulties and discuss them as problems to be solved rather than negative reactions to untenable situations. So what I am offering should not be construed as negative or threatening, but should be considered as theoretical notions with merit for your own reflective thoughts. Further, my proposed solutions cannot be done without the assistance and acceptance of professors everywhere, not just in Louisiana. It is important to note that I am centering my thoughts on problems surrounding assessment and not to other factors which also could be addressed. Further, I am not pretending that my ideas should be acted upon immediately. What I am saying is that I have identified some sources of difficulty and I think the profession should address them, because I know they are not unique only to Northeast Louisiana University, or even to any university in Louisiana.

It must also be noted that for the purposes of this paper our work of developing guidelines for supervisors and superintendents will be excluded. Each of these areas has its own problems and difficulties, particularly the superintendency, which over time, has become less dependent upon universities for assistance and more dependent upon the needs of school boards.

The efforts of our planning committee began early. In January, 1981, LCPEA began the study of new certification

requirements for school leaders and supervisors. They were charged by their president to develop a model program for internships and practicums. Out of that plan was to emanate guidelines that would serve all institutions of higher learning in Louisiana. The initial planning committee felt at the time that "the opportunity to substantially enhance preparation programs was at hand and that professional leadership for program development was required in order to insure the success of the new 'high standards' approach to certification adopted by the (Louisiana) Board of Elementary and Secondary Education" (Louisiana Conference of Professors of Educational Administration, LCPEA, 1982). The committee felt that the new standards were needed and should be developed as far as possible in intra-institutional agreements that bring diverse points of view together into a set of principles that could serve the state and each participating university offering a degree program in educational administration.

The collaborative actions of the LCPEA committee were thus apparently prompted by a state regulatory board external to the professors group. Undoubtedly the action to develop the guidelines was taken because individuals on the Board of Elementary and Secondary Education (BESE) felt that the quality of educational leadership required academic and professional attention and LCPEA members saw their desire to upgrade standards as an opportunity to focus on a single important problem of vital concern to

academic professors of educational administration across all institutions of higher learning in Louisiana.

The idea for developing the guidelines was to provide every university in the state the chance to implement the concepts in the guidelines. As the LCPEA stated, it was committed to a cooperative, multi-agency approach to conducting intern and practicum experiences. The planning committee felt that the significance of providing guidelines for every university in the state lay in the ultimate goal of contributing to the development of the state school leaders with abilities to improve education in Louisiana.

These actions anticipated legislative passage of a law requiring new principals, supervisors, and superintendents to undergo an upgraded curriculum that included an internship or practicum. The law went into effect in September, 1982. It was now mandatory for new graduate students of educational administration to complete a field experience as part of thier academic education. The original committee had representatives from every university in the state. Northeast Louisiana University was represented by myself. During the planning and creation of the document we developed our own version of the guidelines, since each university would have to initiate their own programs and develop their own ideas and guides for implementing their programs.

Recently, I again examined the LCPEA guidelines. The objectives we stated were worthy and high-minded ones. We wanted the student to identify and classify administrative tasks. We wanted them to select and administer evaluations of student progress. We wanted the student to identify leadership characteristics and roles. We wanted them to develop curricula and to analyze curricular innovations. We wanted them to direct inservice programs and to develop school-community relations programs. We wanted them to conduct basic research. And we wanted them to interpret administrative theories. In short, we wanted them to participate in a number of activities inclusive to the traditional administrative parameters of the principalship.

Further, the guidelines attempted to address structural factors. For my purposes here this would be too much off my main direction. However, a few points stand out and are part of the purpose of my paper here.

We suggested that each university develop an approved list of schools and supervising field principals. We recommended an accompanying seminar that would be part of the field experience. We indicated that evaluation should be formalized and well-developed. We also stated that the intern must complete a minimum of 90 hours, for 3 hours of academic credit. A high level of cooperation was also felt necessary among professors, interns, and field sponsors.

The final grade for the course must rest with the professor, but help was to be provided by the field sponsor. The supervision of four to six interns was considered equivalent to a three semester hour course load.

There were additional factors that we felt were important. I will cite only a few here. We stated that each university and school district should jointly approve intern sites, including participation by school superintendents. We believed that administrative tasks were the central focus of activities, not activities any teacher could perform. We also included the word "implementation" in tasks involving decisions made by school leaders. This inclusion proved to be a difficulty, because many field sponsors interpreted implementation to mean "anyone associated with the professional programs of the schools." In other words, many field sponsors felt that principals do many things, in addition to things teachers normally do, and a good deal more, which meant they felt strongly that their interns should perform "routine" duties assigned any teacher - a practice not considered appropriate for administrative experience. A detailed "log" was recommended because it supposedly documented daily activities. Lastly, we stated that evaluation should be formalized, and appropriate forms developed and used for that purpose.

My experience supervising administrative interns at St. John's University in New York helped us to formalate our own university guidelines at Northeast Louisiana University. I was privileged to work with a document that was developed within a 16 university area around New York city. The consortium had developed an extensive document and LCPEA and my own academic department were able to capitalize on some previous excellent work.

Northeast Louisiana University was a very different situation, yet despite some apparent differences, attitudes toward internships exhibited by principals and students were extraordinarily similar. New York city and rural Louisiana aren't that far apart in the basics of professional life.

During the first year of our program,Northeast had very few students enrolled and those that did enroll actually did not follow the guidelines since the department had not yet formalized its own unique document. During the second year of operation, I was appointed director of the program and had completed an operational document with the help of Dr. R. D. Kerr, Department Head at Northeast. Over the past two years we have had perhaps two dozen interns and practicum students go through our program. The experiences that I have had, as well as discussing program development with other professors across the state, has prepared me to make some philosophical statements regarding

program solutions in light of key features of preparing students for school administration.

I would like to summarize my supervisory experiences with you without going into too much detail. My summary, by the way, will emphasize conditions similar to universities I am familiar with, and vicariously familiar to colleagues in other universities in other regions of the country.

First, incredibly very few people took the internship experience seriously. Certainly there was a degree of seriousness among everyone. But there was obvious differences between well-intentioned beliefs and reality. Put simply, there existed an undefined factor of disinterested cooperation, and part of the difficulty was the psychological fact that to confront anyone with laissiz faire attitudes bordered on insult. So it was not so simple to deal with. Certainly, this finding is not unique. As already indicated several researchers have pointed this out. In analyzing countless intern guidelines developed by universities nationally there is in all of them a certain formal academic bearing that indicates a high degree of seriousness. The same bearing can be found in the work of LCPEA. The same is true of my own department's guidelines. There should be deep cause for concern as to how it can be that documents can seem so serious, yet not be taken as seriously as they should.

Second, more and more teachers were wanting access to administrative positions. They did so basically for entrance to higher salary tracks and to a professional life they believed was easier and filled with far fewer headaches, stomach aches and heartaches. And many who finally do arrive make sure that's exactly how it is. This raises soms serious philosophical discussion. Should a university feel obligated to provide an intern experience for anyone? For any teacher qualified by certification requirements? Many feel that's exactly what a university should do. Others do not feel that way, expecially those concerned with the ethical considerations of "grinding out degrees" for people in a field for which there are no jobs. In New York city there was an enormous over-supply of teachers prepared and certified to become principals. In rural Louisiana it was almost impossible for an outsider to gain an administrative position. The criteria for selection seemed almost irrelevant to the political atmosphere that perrenially pervaded Louisiana's school systems. But really, the same attitudes were found in New York city, where the politics merely moved from the principal's office to the backrooms of the school district board offices.

Third, too many interns believed that their field experience would not prepare them adequately. When this was coupled with the general attitude by principals that

running schools was a tough, not a great life, I wondered why they agreed to supervise teachers desiring to become principals in the first place. The LCPEA guidelines spelled out only in general terms what was expected in the several areas of school administration. There was a considerable lack of specific activities defined in specific areas of administration and leadership. If you were to judge from these guidelines you might be led to believe that there would not be enough procedural direction to ensure to student and the field sponsor that there was much to be learned. Merely to list categorical areas was not enough. Thus, what we did at Northeast was not only list the categorical areas, but also began a process of defining and listing activities that could be utilized to achieve the desired goals. Many of the principals were asked to provide additional activities in operational terms. However, I left this task undone and my successor, it is expected, will continue this refinement.

Another point that adds to this discussion is the fact that the LCPEA guidelines did not indicate the necessity for preparing a formalized learning contract. Previous experience told me that such a document was indispensable to ensuring that learning will occur. Ideally, a form is required that would commit each participating school board to sign the document, including the superintendent, the field sponsor, the student intern, and the supervising

university professor. In actuality, what happened was that the learning contract became an affair between the student, principal, and professor that excluded the others.

One ulterior motive for creating a learning contract was that it led to important assessment factors. And by having the deadline date set early it became possible to do some assessment of student interests and abilities. Even if few formal assessment techniques existed, at least there was sufficient time for the three parties to discuss what might be possible for the intern to accomplish, knowing what they should be concerned with.

Further, the LCPEA committee,after what I believed to be an abbreviated discussion of the time factor for the internship,suggested a minimum of 90 clock hours over a one semester period. In my department guidelines I originally suggested 540 hours over two semesters. I recommended this on the basis of my experience in supervising interns. I felt it was a very taxing and demanding schedule. But I also felt that most students were appreciative of these requirements because at the end of it, it truly meant something to them. However, after department discussions we recommended a minimum of 120 clock hours over one semester. After three years with the program, I have not changed my mind. One semester is not enough. Nor is 120 clock hours. My original feelings still hold.

Sometimes I feel speechless and without a way to respond when I realize that in Louisiana we expect our undergraduate students to undergo rigorous continuous education. We try to get them involved early and we require them to observe actual classrooms from the time they are sophomores, and in some cases, even freshmen. We provide them special learning blocks and accompany their practice teaching. Now we have another new program called the "five year program" in which we accept graduates from colleges outside of education who have been hired to teach and we provide a block of courses to accompany their field experience which certifies them to teach after their year of teaching and study and which earns them certification and a master's degree in education. We in educational administration, the LCPEA, recommend a mere 90 hours of field experience. It is simply mind-boggling that we can think that way. Our time requirements should be twice as great as found in any undergraduate program. But we seem to have gone the other way.

However, let me add that there is movement in Louisiana for a clarification of the term "internship" and how it should be distinguished from "practicum." One important movement is being spear-headed by individuals who believe the term internship should apply only to administration students certified to school administration except for their field experience. This group contends also

that the intern must be hired as a principal to gain full certification. Then they go through a one year internship as a hired employee of the school board. Practicum then would take on less legal force and could not serve the student in achieving full certification. It is a very useful concept worthy of our consideration. But of course, no different from many of my own proposals, it must first achieve logical distinction before professional and legislative acceptance and approval.

In the LCPEA guidelines we made no mention of definitions or how these two terms are to be conceived. In my own department, we very heavily considered a distinction and attempted to define them. The internship was considered an administrative experience at a single site with a single field sponsor who would accept the role of "teacher." In that capacity the field teacher would assist the intern in every way possible and remove all barriers to a fulfilling internship. Practicum experience was considered an administrative experience at several sites with more than one field sponsor. These sponsors would not be as personally involved with their interns nor would their efforts be concentrated on removing barriers to fulfilling experiences. I also suggested in our department guidelines that the learning contracts should also be distinguished according to what genuine assessments would reveal of the strengths, weaknesses, interests, and

disinclinations of prospective principals. But our assessment concepts have not yet been fully developed and the nearest thing we had was "self-assessment," an essay on career goals. We applied the LBDQ in which both interns and field sponsors were assessed, and we used the Leader Effectiveness Adaptability Description, my own EBDQ (Ethical Belief Description Questionnaire), UCEA case study analyses which revealed the judgmental abilities of the interns during seminar discussions, and professorial assessments of the interns likely capacity and future in school administration. Yet, even will all these less formal assessments, much of it was lost and never capitalized upon simply because there was not enough time to really develop each intern with joint focalization upon the interns attitudes, skills, and knowledges.

Thus, in my opinion, the secret to success in planning and developing internship programs is taking the time to plan and develop. Most students need direction, Some won't accept any. And some, that precious few, take the initiative and seek to learn as much as they can in the time that they have. And when these latter individuals have field sponsors who treat them like true interns something very special can happen, even in the worst of conditions. Perhaps the quality of time cannot be measured or assessed. Spuck, Davis, and Silver (1978) found that contrary to my belief, most professors of

educational administration believed that the cure for ailing internship programs is to increase the number of hours and the number of requirements. I suppose like everything else in life, it's all in how you look at it.

Fourth, I have already implied there is a need for school board support for expecting principals to attend campus seminars, but there is more to it. The single strongest attitude created among interns was their deep wish that their sponsoring field administrators had attended on-campus seminars with them on an almost regular basis. Yet, this wish was exactly what they didn't get, for an attitude existed which prevented success. Too many field sponsors felt they were doing the university a favor and too often in return, professors became less strengent in adherence to administrative tasks drawn up in contractual terms. What was recommended as a plan to bring principals to the campus on regular bases ended with almost every intern explaining to their peers in seminar how busy and over-committed their field sponsor was and thus could not attend the seminar.

This is another factor our LCPEA committee did not consider. It must not be left up to each individual campus. It must be a principle for planning and it must have school board support. These boards must take an active role in initiating state legislation which would make field sponsor participation in campus regularly scheduled

seminars required, just as the interns are required to participate in our seminars on campus. Unfortunately, our LCPEA committee did not consider this. Regardless of whom is doing what for whom, ultimately school boards hold the responsibility for assurances of competent school leadership. But it is a responsibility that is predicated on the assumption of university cooperation. Thus, as a service to the boards, legislatures should provide the financial assistance to their school administrators by budgeting for the development of this program. Then we would not see what is happening in Louisiana where the state education department and the legislature in collaboration with school administrators attempt to create their own training school without university assistance.

This kind of trend has been extending more and more to the principalship. Louisiana now has school districts with well-established intern training programs, a process which allows school boards and superintendents to evaluate their own "leadership pools" without the need for academic university assistance. This trend, I believe, will result in the creation of leaderless schools, or schools with reputations for functioning smoothly with people "who know people" but who do not know philosophy, or science, or mankind; in other words, people who just know people and human nature function smoothly but badly as educational leaders.

In fact, the state recently created an "administrators academy" which is totally independent of universities and is conducted through the state education department and the state school administrators themselves, which I personally believe is a tragedy of the highest proportions, for the academy is totally divorced from a research base and lacks personnel with academic theories that would help us all achieve our ultimate educational goal, improved education.

There is the possibility the LCPEA and the colleges themselves are partly to blame, if blame is appropriate, for what is happening in Louisiana. Perhaps the professors of educational administration in the state have not been politically involved to assure that external groups are prevented from movement into areas not professionally their own, for preparation for school administration is more of an academic and theoretical matter than it is a practical matter. It requires hard intellectual work, not patented practical answers which only apparently solve problems. It involves the development of educational leaders with intellectual power, political savey, and a genuine interest in improving education and our society.

One counter-movement that has signs of encouragement written on it is the "assessment center concept." NASP has been promoting the idea and it has been receiving attention around the country as an important approach to determining the future of educational leaders in our country. I see it

as a good example of a move toward returning academic and intellectual leadership of our schools back to the universities where it belongs. But it appears to me couched too much in sacred universities and special institutions and gives the impression that only a few qualified individuals have the expertise to "run an evaluation center." I disagree with that approach, if indeed that is the approach, and believe any knowledge or techniques now developed should be dispersed and disseminated as widely as possible to every college and regional university involved in school administration academic programs. If anyone knows anything about how to operate an assessment center the information should be shared.

There is another related problem in assessment that I believe must be addressed, namely, not only the assessment of prospective principals or other school leaders, but also assessment of the field sponsors with the same degree of thoroughness we would like to see in the interns. My own experience has been very much attuned to the "matching" problem that existed in our programs. Some field sponsors should not be field sponsors and should not be matched with anyone. Some field sponsors and their interns simply do not relate well. Some field sponsors are simply doing someone a favor, or perhaps want a favor or two done. No field sponsor can serve as the epitome of superior leadership, and no field sponsor should be approved

unless they have gone through the same assessments their interns have. But, again, it is politically difficult to achieve, though easy to point out philosophically.

But I do not believe the development of the assessment center concept at universities is a central problem. I believe we as professors must convince local school boards to support the concept, for it is school boards who control the sources of leadership in the public schools. If Louisiana government can support an academy for administrators without the support of universities, it can support school boards and universities in the development of methods for controlling the selection and retention of principals and other school leaders. But this is only my own opinion, but an opinion, I hope, that has some merit.

We have made some progress in Louisiana, even though the Louisiana Council of Academic Deans seemed unaware of our initial work in LCPEA development of guidelines. So we also know that our goal of ultimately improving education in the state still has not been met. With the passing of time and the continued efforts of LCPEA to reconsider the original document progress toward achieving our goal of improved education in Louisiana will occur. In fact, the current president of LCPEA recently stated that the guidelines will require another critical examination. And with the state academic deans new cognizant of the LCPEA

and eager to assist us in achieving our ultimate goal the future appears bright.

My recommendations here are my own and do not reflect the future work of LCPEA. But what I am suggesting as possible solutions is not unique among professors of educational administration. Innovators like Abbott (1969), Callahan (1962) Culbertson (1964) McIntyre (1956) and Miklos (1978) have suggested brilliant ideas that have been lost, filed, or simply forgotten in the surge of time. Perhaps the most far-reaching and visionary of all were the ideas of Culbertson and Conner in an undated UCEA document entitled "The Internship in Administrative Preparation: Some Action Guides." Progress in the profession of educational administration could not be possible without the visions and dreams of individuals like these. Unfortunately, their ideas have been preached for decades. It appears that the "search for school leaders" is a cyclical phenomenon, almost as though it had little to do with what I would call "A Search For Methods and Procedures That Will Discover School Leaders."

Fifth, there seems to be a lack of concern among both students and field sponsors for a need to adhere to deadlines for intern experience applications. In our guidelines at Northeast we set a five month deadline date prior to actual beginning point in the field experience.

This was a condition we totally neglected in our LCPEA guidelines. It is something that must be done if we are to have sufficient time to process applications through a formal set of criteria and procedures. Yet, there seemed to a lack of appreciation or even knowledge of the deadlines. Further, we suggested three time periods; fall, spring, and summer terms. Each period has deadlines well in advance. The same problem existed in New York city, a place where I thought people lived by deadlines. Yet, continually there was always a sudden rush of interns with special needs in schools with principals willing to assist by serving as field sponsors. Too many times these principals had ulterior motives not consistent with the goals of the internship. For example, they needed someone to assist them in writing a state report or some other special project needed by the board office. These needs undoubtedly would serve the intern well. The question is whether they are the kinds of tasks the intern needs. This cannot be well known when deadlines for application are not met, making assessment procedures almost nonexistant or impossible.

Now before you begin to think that I have a negative or seriously flawed outlook on the administrative internship, I want to point out to you that I am basically a pragmatist with considerable enthusiasm for the enormous potential that can be unleashed in school leaders through universities with

administrative internships in educational administration. And being a pragmatist by nature I refuse to allow myself to blame our failure to achieve our ultimate goal, namely, improved education, on the goals themselves. I point not to goals for a source of our chronic failure but to the inadequate ways we have addressed our methodologies. And of course, assessment is one giant methodological problem, in my opinion, a problem not addressed nationally, regionally, or within my own state with any degree of intellectual rigor or genuine sincerity and concern for really identifying our future educational leaders from among the ranks of qualified teachers.

This concludes my general description of my summary of my experiences and my evaluation of some of the major problems. Further, I have not attempted to do so in a complete or comprehensive manner. Too much is involved and too little time to discuss it here. Therefore, given the background I have provided you, you will better understand my position and perhaps why I have chosen the route I have in discussing the problem of assessment philosophically.

I would like to close my paper with a presentation of some actual case studies of student interns I have supervised. More than anything, real situations with real people can often demonstrate a principal or a concept more

forcefully than mere eloquent phraseologies or words.

Sometimes we feel as though students are always trying to find short-cuts to sound academic practices or theories. Indicative of this was the frantic rush among graduate students contemplating a career in school administration to "beat the law and get grandfathered in." The Louisiana legislature had passed the law requiring a preparation field experience and the frenetic way in which students sought "grandfathering" was found across the state at every university. Perhaps from an outsiders point of view it might have appeared that professors of educational administration across all the universities in Louisiana had allowed themselves to be gracefully permissive to students who wanted to escape the "new standards," as though the new standards would require too much. It certainly created the feeling among many professors that anyone eager to escape higher standards probably should not be allowed entrance to any academic program anywhere.

But the problem is far more complicated than that. Students will always go the easy route, if the easy route is available and there are few stern guidelines. Thus, in Louisiana there seems to have been concerns that if one university increased its standards too highly, then other universities would profit from a new influx of transfer students. This could easily be prevented by all Louisiana colleges and universities who offer academic degrees in

educational administration through forming a consortium and establishing unified standards and especially unified procedures and methods that would be applicable to any graduate student of educational administration.

My point here is that we often grossly underestimate our students. When they understand the conditions and know the expectations they will look forward to learning with eagerness and a willingness to learn everything we have to offer. But give them reasons for taking short-cuts or finding ways of doing the least amount of work they can, then they will find them and they will be hard on us later, after they have received their degrees from us.

I close now without further words and let you decide after you've read these cases whether or not you think the administrative internship is important to the future of our schools and whether or not it should be taken seriously.

The first two cases describe bad experiences. In one situation only incredible perseverance made success a possibility. In the second instance, managerial power proved disastrous for the intern. The other four cases had varying degrees of excellent administrative internship experience. In one case, a tremendous awareness existed in the sponsoring school administrator that the internship was truly a learning and teaching situation. Another case found the sponsoring school administrator almost obsessed

with the selection of potential educational leaders through which high professional standards of administration can be passed. A third case involved an intern considered a diamond-in-the-rough by the sponsoring administrator. The last case is a classic.

CASE ONE: Adam teaches physically handicapped children in a middle school. Adam is a very intelligent, socially alert and mature young man. He had been union representative until his internship. He was given a difficult experience, but he managed to make it a success by concentrating on his goal.

In seminar he said:

> When I started this I was happy that Mr. Brown decided to sponsor me at our own school. But it didn't take me long to realize what he actually had done to me. I was union rep, and I carried clout with the teachers. What Mr. Brown really wanted to do was neutralize me by putting me on his staff. I thought he had forgotten the past. I thought he wanted to help me achieve my goal of being an administrator for the handicapped. There's such a shortage of good people. He agreed with me, but he fooled me.

As his professor it helped to know his feelings. When we sat down to discuss the terms and conditions of Adam's specified functions as described in the university contract, to my surprise Mr. Brown showed me a five page, single-spaced list of duties and responsibilities that Adam was expected to follow, an hour by hour specification for the activities indicated for the entire semester, almost 100 activities mostly of a teaching rather than administrative nature, and much of it unrelated to what was indicated in the intern contract prepared by the university.

After leaving the school I was deeply troubled by the letter and the aggressive attitude Mr. Brown had taken.

I said to myself:

> Mr. Brown really is neutralizing Adam's union power. And he's being very demeaning about it. To prepare such a list is nothing more than stomping all over Mr. Adam. It is sophisticated and slick, and I don't like it at all.

About a month later Adam said in the seminar:

> I'm having a tough time. He just refuses to trust me with any inside information. He's afraid I'll use it against the administration or the district. My problem now is, who do I socialize with? During lunch the administrative staff eat together in his office. He's made it clear I'm not welcome there. And now the teachers don't trust me anymore. So I eat alone and am left thinking to myself and wondering what makes people do the things they do.

I told him privately that I'd gladly come back to the school for a more determined meeting with Mr. Brown. I did not tell him, however, that any "second trips" would not be covered in my travel allowance, according to university policy which allowed one visitation per intern per semester. He didn't want me to come back. He said he'd handle it, and I believed him. I think he needed my encouragement more than a trip.

I said to him:

> That's right, stick it out. You can do it on your own. You have tremendous organizing skills, and more importantly you have excellent ideas to help all the handicapped children in New York. He doesn't know what he's missing. You have your whole administrative career in handicapped education before you. Let him play out his little act. You are one of the best in the seminar. You're learning all the right skills and attitudes. You're learning, despite him. And you'll

be able to do more good for people who really need you than if you let him get to you and quit the intern program.

In retrospect, it was exactly what he needed.

CASE TWO: Cathy is a beautiful unmarried chicano who teaches Spanish at a small high school. Cathy is intelligent and with tendencies to be unafraid to express her views about repression of minorities and women. She is very wary, and she doesn't make it.

She said to our seminar class:

I don't know what to do. I've hardly started my internship and already I've got a serious problem with Mr. Downs, my supervising principal. Last week he moved into my apartment building and lives on the same floor I do. He wants us to drive back and forth to school together every day. He says it saves money and would be convenient for both of us. He's married and has children. What would the students at school think, seeing us together so much? And what would his wife and children, and the neighbors think? I think I will say no, and keep my distance from him.

At the seminar we discussed her problem at length. Almost every intern felt she should keep her distance. They agreed with her. I attempted to point out the meaning of professional ideals and the ability to develop absolute control over tough emotional situations. I felt that perhaps it would be wise for her to go along with it to see how it works. To let him know that she was drawing a line over which he had better not step was too aggressive, and endangered her success in her field experience. Then, if that didn't work she could always find a good reason for moving out of the apartment building, which probably would be the best solution anyway. She became very indignant

about that suggestion, as well as many interns in the class, both male and female. She reasoned that to think she would have to move out of her building was ridiculous. In time she could have made a four or five car driver pool out of it. But she would have none of it. Reluctantly I accepted the class recommendation. But I felt uneasy about it. Could professional behavior be so difficult to extract from a situation like this? Perhaps Cathy knew more about him than she indicated.

During my visitation I talked about Cathy with Mr. Downs in achieving her intern goals. Mr. Downs said:

> Yes, yes indeed. She certainly is a lovely girl, isn't she? And she's a great Spanish teacher. The kids love her. But, ahhhh, but...she'd make a lousy high school principal. She can't hack it. She's just one hell of a good teacher, and she should stay that way. I don't think she really likes the internship. And we've had our little problems. And...and being a chicano and all, and a woman too.

I pretended I hadn't heard right. I said:

> I certainly appreciate your signing Cathy's intern contract. I wish we had more people willing to help more minority people and women get the needed educational experiences they need to go into school administration. You know, the federal guidelines have actually helped the situation. Believe me, any efforts on your part will certainly be appreciated. I believe Cathy is a very talented person and I think she'll make a fine administrator. What she really needs right now is support in helping her achieve her goals, and it goes a long way in helping to strike a fair racial balance.

He said rather coldly:

> To each his own.

I knew nothing would save Cathy's internship. She did not enroll in the seminar for the second semester.

CASE THREE: Elaine was exceptionally bright. She was pleasantly social with a warm personality: the perfect model of an elementary school principal, and largely because her own principal has an incredible philosophy about the internship.

My first thoughts about Elaine when I first met her were made when she was enrolled in a politics of education course I taught. She seemed almost too organized and efficient and able to express herself so clearly and eloquently. I realized later, after having met her sponsoring principal, Mrs. Franklin, the Elaine was modeling her behavior after her principal, with all due respect to her own native talents.

This is what Mrs. Franklin said to me in the presence of Elaine:

> I can remember when I was young, trying to find my way as a teacher. Then, for very good and clear reasons, I decided to enter school administration. It was the best thing I ever did in my life. And thank God I took a field experience under Mr. Goodman. He told me right out that he'd never consented with the college to help educate me if he didn't think I'd make a good principal. And he was so concerned about me all the time, and how I was doing, and learning. But he could be tough too. But always to help me be a better administrator. And that's exactly how I feel about Elaine. Someday, God willing, Elaine will help those special few out of the mass who think they can be administrators. I'm Elaine's teacher, and so are you Dr. Karst. And so it goes, like a torch passing from one generation to another. Sort of like a sacred trust. Do you know what I mean?

CASE FOUR: Harold is also bright and energetic. He teaches in a high school building. His principal is a fiery red-head, Irish through and through. Harold is in the good hands of Mrs. Innis.

This is what Mrs. Innis said to me in private about Harold:

> When Harold first came to my school, he was sort of like a beatnik. He never dressed up properly for his classes. He always looked so shabby and unkept. But beneath the external mess was a diamond in the rough. I've got my eye on him, and I'll shape him up all right. I was trained by the best there is. And now I won't put up with anything, or anyone that can't live up to the highest professional standards. So when I consent to go into the administrative intern programs, I pick people I know will make top-flight administrators. Otherwise I won't do it. And whether Harold knows it or not he's in for a rough time. But he'll learn. And he'll stick it out, too. He'll thank me later, sooner or later. Isn't it exciting, and challenging, to teach these bright young capable people what school administration is all about?

CASE FIVE: Jack is intelligent, but often over-estimates his abilities and opinions. He tends to dominate seminar discussions. He is a big burly fellow who teaches choral music at a large high school. Mr. Kennedy, his principal, is very understanding and sympathetic.

Jack challenged the seminar group with something that had recently happened to him in school that day. He explained that part of his regular school duties was coordinating school security, something he was quite proud of because it brought him in close daily contact with Mr. Kennedy.

He said:

> A male student came into the building after regular hours and was detained by a security guard. The kid was a basketball player, and he had his basketball uniform on. But he had left the building and had gone to his car to get something. When he returned to get into the building, the guard refused to let him enter. The kid had no ID, and the rule is that a kid without an ID cannot enter the building. A fight broke out.

> The kid got a bloody nose and the guard was sent to the hospital for x-rays of his back. I went up to the hospital and told the guard to sue the kid. And he did.

The following week at seminar Jack said:

> Well, now the parents are angry at the school. Three days after the guard sued the kid, the parents came down to the school and I guess they almost tore Mr. Kennedy's head off. They pulled their kid out of the school and had him transferred elsewhere. A lot of people in the community are heated up about it. I feel that I know something about the psychology of it. I thought it would be better for us to sue them before they sued us. In the courts it seems to favor those who sue first.

Obviously, Jack's position led to a chaotic confusing discussion in the seminar. And, it was a time to introduce theories. There are several kinds of theories behind a case like this, theories of student rights, discipline, school law; administrative procedures, human relations, and even school-community relations. We discussed it from every possible point of veiw. No one in class told Jack that he made a mistake. And I think he appreciated my not pointing our specifically what he did wrong. We discussed all the alternatives available that would have prevented the situation, also alternative actions after the fact.

Two months later Jack said in seminar:

> Now the DA told us he wants to go all the way with the charges since there was a physical assault, and the kid failed to identify himself. I don't know what's going to happen. It's dragging out too long. The principal instructed me to hold a seminar with my security guards to help us to go over procedures so that a like incident can be avoided in the future. At the same time, he reminded me that he doesn't want

the security guards becoming timid, or avoiding necessary confrontations.

While visiting privately with Mr. Kennedy, he said:

I'm trying to give Jack the best administrative experience possible. Jack's the kind of person who will have to make a few mistakes before he catches on. But I think once he gets it he'll make a fine administrator. He's learning, (said with a sly smile)

CASE SIX: Larry is perhaps the best student in the seminar. He is a social studies teacher in a middle school in a rich community. The case he presents is classical and facinating. It is a paradigm of intern field experience.

Larry said in seminar:

Here's one for you, Dr. Karst. I was gone for a few days and when I came back I really had one thrown at me. Mr. Martin, our principal, threw it in my lap and told me to solve it. Every fall the eighth grade student council holds elections for membership to the council, and students are encouraged to use every political means to win the election. It's a good exercise in democracy. Well, Nick is running for council president. His mother, Mrs. O'Brien, is very active in school affairs. So Nick goes into the main office for his mother and says that she needs the phone numbers of all the parents in the eighth grade because she is holding a PTA meeting and needs the list immediately. The secretary gives him the list. Then, the day before the election, Miss Perry, our Language Arts teacher, intercepts a note being passed secretly along from Nick to little Miss Quarry, his political rival for president. It read, "If you don't vote for me, I'll kill you." This disturbed Miss Perry but she let it go as a harmless prank. I laughed about it when she told me. We marvelled at Nick's ingenuity for making sophisticated posters big as life and plastered all over the school building advertising Nick as the best candidate for president. The next day the election is held and Nick wins it by a landslide. But then I found out that the day after the voting, Mrs. O'brien, Nick's mother, had gone out to the practice football field to find out the results before the announcement the next day. Coach Rolland was responsible for the count and knew the results. So

she steps right into the huddle and demands that he tell her the results, right there in the middle of the football field. He wouldn't tell her, and she gets very angry and leaves almost shouting that she had invited all her relatives and friends to a victory party and he wasn't going to ruin it. They had their victory, But then, the real surprise. We found out that the list of phone numbers Nick had taken from the main office wasn't used for a PTA meeting at all. There was no meeting. It was used by Mrs. O'Brien and Nick to call every child at home the night before the election to remind them to vote for Nick the next day.
Question: It was given to me to solve -- What do I do about it?

I came to know Larry quite well. I knew he would express moral indignation and was capable of doing something rash, like removing Nick from his presidency of the student council. In fact, that is exactly what he said in class. It would have been exactly the wrong thing to do immediately. This was a time to really think about a complex situation, to wait until a full view of the situation could be developed. Wasn't the mother to blame more than the child? What about the note, and the fact that nothing was done about it? And the posters. Didn't it strike anyone as strange that one child could make so many large sophisticated posters? Who gave the right to the secretary to hand out private information to anyone who walks in the office and asks for it? Why weren't there any printed guidelines for conducting school elections?

The seminar class spent two sessions analyzing Larry's situation. The crucial point was that he not do anything,

or recommend anything until he had all the facts. Mr. Martin, the principal, and Larry's supervising administrator, was pressing him for a solution.

The solution we recommended was to allow Nick to complete his term of office. It would be a great opportunity to teach Nick the values of honesty and truth, especially in relation to politics. Not much could be done about the mother, but a young man with that much enthusiasm and ingenuity for politics deserves opportunities for moral instruction beyond the ordinary. Larry offered his solution to the problem about 10 days after the episode. Whether it was too long is difficult to say. For some administrators one minute is too long. It depends on your definition of what education is all about. Then, over several months, Larry drafted policy papers on rules and regulations dealing with accessibility to private information and on guidelines the specified behaviors allowable and disallowable for school elections, including a special clause for the degree to which parents may participate, with both policy papers ratified by the administrative cabinet and the PTA.

Later in the year Larry reported back to the seminar group that there was a new development. His solutions were working. And Mrs. O'Brien perhaps had learned something too. But most amazingly, Nick turned out to be the best council president the school ever had. He lived up to every campaign promise he made. He was an incredibly hard

worker with plenty of ideas and willing to put in all the extra time needed to get things done. Had Nick learned his lesson? It is difficult to say. But he certainly had to be constructively affected by how he was handled.

During my visitation with Mr. Martin, Larry's supervising principal, Mr. Martin talked of the importance for administrators to admit their mistakes, like over-looking such things as policies that help prevent things you really don't think can happen but do. We didn't talk about the episode at all. We didn't have to. It was beautiful.

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